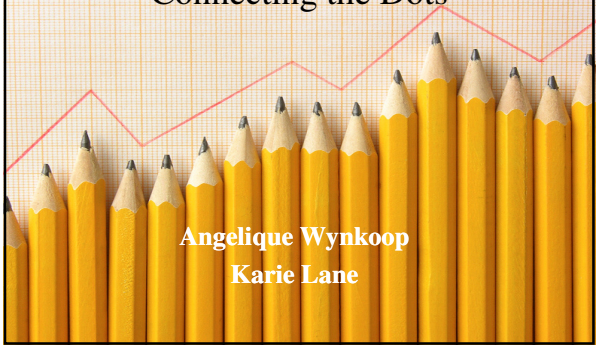
Progress Monitoring: Connecting the Dots

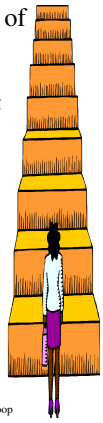


Angelique Wynkoop
Karie Lane

Goals for Today: Connecting the Dots of Progress Monitoring (PM)

Pilots will….

- ✓ Review the uses and characteristics of RTI Assessment
- ✓ Review the basic principles and benefits of PM
- ✓ Compare and Contrast 3 types of PM
- ✓ Recognize the use of PM data to inform instructional decision making at all levels
- ✓ Interact with a variety of hypothetical scenarios to get a GENERAL idea of PM implementation
- ✓ Access resources provided to make more SPECIFIC, informed decisions about their unique implementation.



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Self Reflect- What Do We Know About Assessment So Far?

- Complete Assessment Template Sheet as a team
- Use handout to assist you

- We will go over it together and ask for volunteers to share each row, with an emphasis on what you are using or thinking about using (last column)

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Acknowledgements

We want to credit the following people and organizations:

YOU! Thank you for your questions- it helped give us direction.

National Center on Student Progress Monitoring Folks- Dr. Lynn Fuchs , Dr. Erica Lembke et al.

RTI EXPERTS such as…
John Hintze
Joseph Jenkins
Michelle Hosp

Our colleagues who do the "roll up your sleeves" hard work daily and bring all this theory to life.

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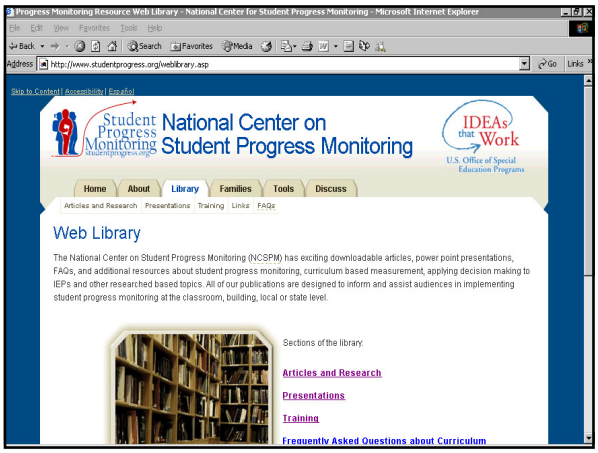
What is the National Center on Student Progress Monitoring? (NCSPM)

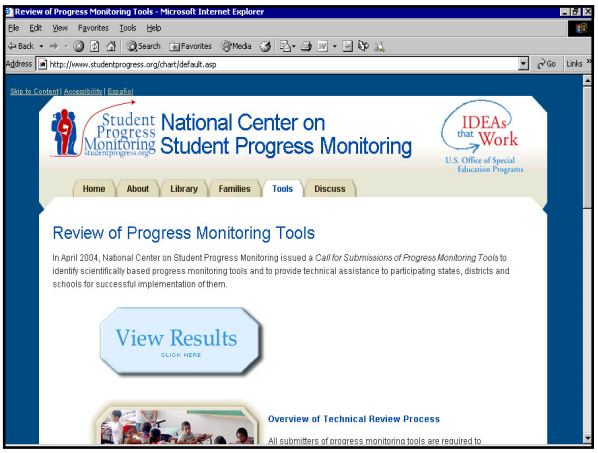
- Funded by the U.S. Department of Education, Office of Special Education Programs
- National technical assistance and dissemination center
- Housed at the American Institutes for Research in conjunction with Lynn and Doug Fuchs at Vanderbilt University

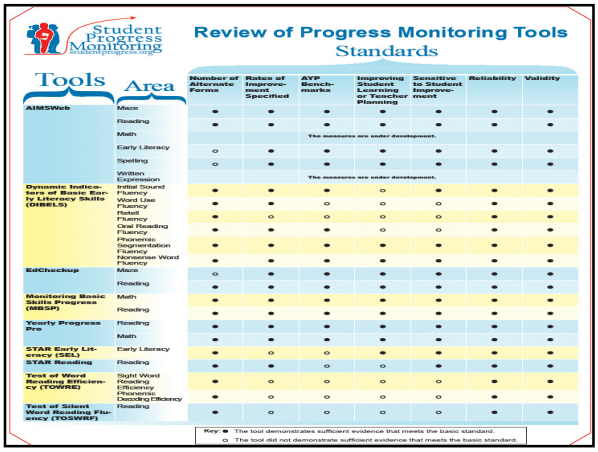
Student Progress Monitoring
studentprogress.org

Mission of the National Center on Student Progress Monitoring? (NCSPM)

To provide technical assistance to states and districts and disseminate information about **progress monitoring** practices **proven to work** in different academic content areas (Gr. K-5).







Quick Write:
What do you think of when you think of Progress Monitoring?

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Marriage of Progress Monitoring and Good Instruction

- Progress Monitoring is not just a series of squiggles and dots, dashed and solid lines.
- Progress monitoring happens in context- What is the context? SCHOOLS, classrooms,….

INSTRUCTION!!!!

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What We Know…

Research has demonstrated that when teachers use student progress monitoring

- **students learn more,**
- **teacher decision making improves, and**
- **students become more aware of their own performance.**

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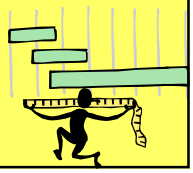
Progress Monitoring is an Essential Component in an RTI Model

A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

The What and Why of Progress Monitoring

- Systematic assessment on a regular basis
- Purpose:
  - Are students profiting from instructional program?
  - If not, how do we build a more effective program?
- The higher the tier/need, the greater the frequency of Progress Monitoring.



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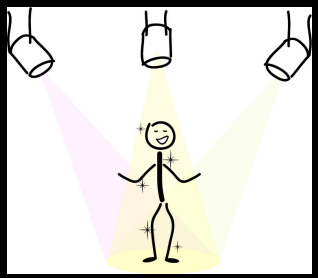
Different Forms of Progress Monitoring

- **Curriculum-Based Assessment (Tucker; Burns)**
  Find instructional level
- **Mastery Measurement (Precision Teaching, WIDS)**
  Tracks short-term mastery of a series of instructional objectives
- **Curriculum-Based Measurement (CBM)**

Why Does CBM Get the Spotlight when it comes to RTI?



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"Curriculum Based Measurement (CBM) is the form of progress monitoring for which the vast majority of scientific support exists."

Lynn S. Fuchs, Vanderbilt University

"Research findings suggest that the best method of progress monitoring is Curriculum-Based Measurement (CBM)."

-National Research Center on Learning Disabilities (NRCLD)

What is Curriculum-Based Measurement?

A form of classroom assessment for…

- describing academic competence
- tracking academic development
- improving student achievement

CBM Features & Benefits

- Easy to administer and score
- Fast and Cheap
- Results can guide instruction
- Teachers make objective decisions based on data, not guesses
- Results can be used to individualize instruction
- Results are easily communicated to parents and staff
- Research has shown that CBM corresponds well with high stakes tests.

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Two Methods for Representing Year-End Performance with CBM

Method #1:

Systematically sample items from the annual curriculum (illustrated in Math CBM)

Method #2:

Identify a global behavior that simultaneously requires the many skills taught in the annual curriculum (illustrated in Reading CBM)

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(See Fuchs, 2004, for a description of general outcome vs. skills-based measures)

Myths of CBM

- 1 minute tests aren't good enough to tell you anything
- CBM are not related to comprehension or high stakes tests.
- You can't generalize the results to other settings and other tests.

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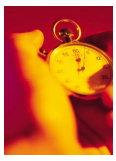
Why Focus on Fluency Measures for Progress Monitoring?

"…the National Assessment of Educational Progress conducted a large study of the status of fluency achievement in American education" (Pinnell et. al., 1995)



- Found 44% of students to be disfluent even with grade-level stories that the students had read under supportive testing conditions.
- Found a close relationship between fluency and reading comprehension. Students who are low in fluency may have difficulty getting the meaning of what they read.

Source: Hintze

Mastery Measurement	Curriculum Based Measurement (CBM)
Hierarchy of skills is logical, not empirical.	Makes no assumptions about instructional hierarchy for determining measurement (i.e., CBM fits with any instructional approach),
Assessment does not reflect maintenance or generalization.	Incorporates automatic tests of retention and generalization,
Measurement shifts make it difficult to estimate learning patterns across time.	Illustrates student growth across the year on the skills to be mastered.
Measurement methods are designed by teachers, with unknown reliability and validity.	Permits standardized procedures for sampling the curriculum, with known reliability and validity.
Measurement framework is often associated with a particular set of instructional methods (i.e., the measurement may be tied closely to the curriculum being used).	CBM fits with any instructional approach

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Got Data…Now What?

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Data Management Take Home Messages

- Data Decision Making Rules- Choose and STICK with them!
- Use the steps of the problem solving process in your data teams to examine the data at the school, classroom, and individual level
  - Meet at specified times throughout the year
  - Use a script or agenda to guide your meetings
- Data informs

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